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INSTRUCTIONAL TELEVISION IN MUSIC EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER ONE.

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THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION (NCSCT) CONFERENCE ON TELEVISION IN MUSIC EDUCATION. IT HAS 4 SECTIONS--(1) A STATUS REPORT OF MUSIC TELECOURSES OFFERED IN THE U.S. BY EDUCATIONAL TV IN 1965-66, (2) A SUMMARY OF THE DISCUSSION AMONG THE 7 MUSIC AND INSTRUCTIONAL AUTHORITIES PARTICIPATING IN THE CONFERENCE, (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE, AND (4) A LIST OF DESCRIPTIONS OF THE MUSIC TELECOURSES OFFERED IN 1965-66. (MS)

NSCT NEWS Supplement

National Center for School and College Television

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INSTRUCTIONAL TELEVISION

IN

MUSIC EDUCATION

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CONTENTS

Page

Foreword 3

Part I—The Status of ITV in Music Education 4

Part II—An Overview 5

Part III—ITV in Music Education 6

Part IV—Music Telecourse Descriptions 8

In a singular effort to stimulate the development of increasingly effective television materials for the nation's schools, the National Center for School and College Television is conducting conferences to assess television materials now being offered in specific subject areas.

This report concerns NCSCT's conference on television in music education. It is divided into four sections:

- *Part I is a status report of music telecourses being offered in the United States by educational television stations during the 1965-66 school year.*

- *Part II is an overview of the discussion among the seven music and instructional authorities who participated in the conference.*

- *Part III is a tabular breakdown of the information gathered for the conference. Here, one can see at a glance what is being offered to students across the country.*

- *Part IV is a listing of descriptions of the music telecourses offered in 1965-66. The descriptions are drawn from the sample lessons and printed information made available by stations for the conference.*

At the conference, the educational and instructional television authorities viewed sample lessons from telecourses, reviewed printed materials (Teacher's Manuals), and then, during the final session, considered the state of television in music education.

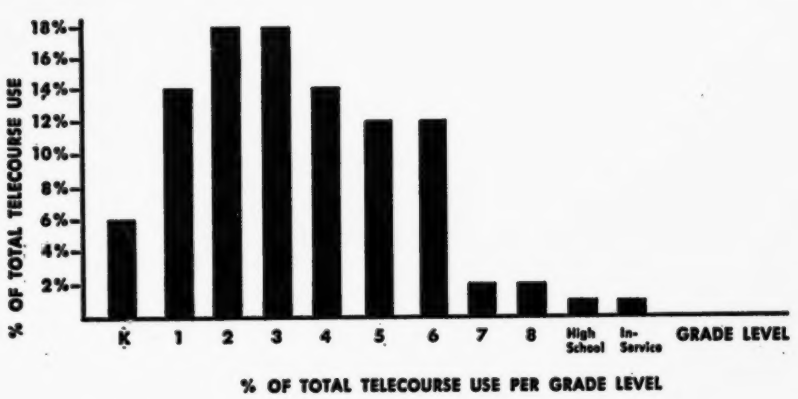
The authorities who joined the NCSCT staff at the conference are Emile H. Serposs, director of the Division of Music for the Chicago Board of Education; Jack Watson, dean of the College-Conservatory of Music, University of Cincinnati; Raymond L. Smith, director, Instructional Television Service of KQED, San Francisco; Colby Lewis, professor of Television and Radio, Michigan State University; Imogene Schwanke, music supervisor, Monticello Public Schools, Monticello, Indiana; Dorothy G. Kelley, professor of Music Education, Indiana University; and Donald Jones, coordinator of institutional radio and television, Standard Oil Company of California.

Part I—THE STATUS OF ITV IN MUSIC EDUCATION

For the conference, NCSCT contacted 116 educational television stations. This portion of the report is based upon materials and information made available by 75 educational television stations. The report does not consider the materials being developed and offered by closed-circuit facilities or by commercial television stations.

It was reported that 138 music telecourses were being offered by 55 educational television stations. Of these courses, 103 were different and the remaining 35 were broadcast by more than one station.

GRADE EMPHASIS The division of the total offerings of instructional television series according to grades showed that 94 per cent were intended for the elementary grades, with 56 per cent aimed at primary and 38 per cent at intermediate grade levels.



% OF TOTAL TELECOURSE USE PER GRADE LEVEL

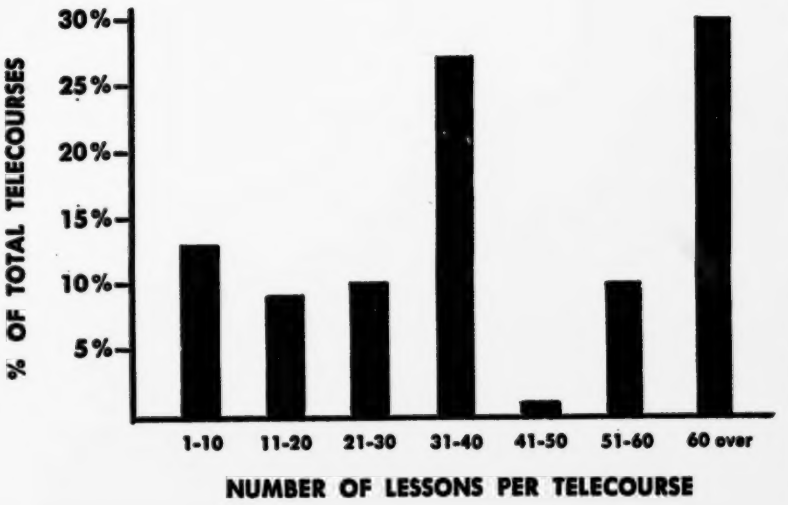
Secondary grades were being offered only five per cent of the total, with one per cent designed for grades 9-12 and four per cent designed for grades 7 and 8. The remaining one per cent was being broadcast for in-service teacher education.

LENGTH OF LESSONS Elementary grade lessons most frequently were 15 minutes in length; secondary lessons, most frequently 30 minutes; and all in-service teacher education telecourses were 30 minutes in length.

On the elementary level 62 per cent of the lessons in all courses being offered were 15 minutes in length. At the secondary level, 67 per cent were 30 minutes in length and 33 per cent, 20 minutes.

Lesson length ranged from 10 to 30 minutes.

NUMBER OF LESSONS IN TELECOURSE The number of lessons in an entire telecourse was dependent upon the frequency of lessons each week and whether the telecourse was broadcast for a full academic year, a semester, or part of a semester. Telecourses ranged in number from one lesson to 180. The largest number of courses had 61 or more lessons: generally, these were the courses that had two lessons a week for a full academic year. Series with 31-40 lessons, the second largest grouping, were usually designed to have one lesson a week. Remaining telecourses were evenly distributed among these groupings: 1-10 lessons, 11-20 lessons, 21-30 lessons, and 51-60 lessons.



WEEKLY FREQUENCY OF LESSONS Eighty-five per cent of the telecourses had one or two lessons a week. Forty-eight per cent of the telecourses had one lesson a week: 96 per cent for K-6 and four per cent for secondary. Thirty-seven per cent of the telecourses had two lessons a week: all for K-6. Forty-nine per cent of the telecourses had lessons that were rebroadcast at least once during the school year.

TAPE OR LIVE Eighty-seven per cent of the educational television stations reporting indicated that the telecourses they broadcast were recorded on videotape (83 per cent) or on film (four per cent) to insure reuse. The remaining 13 per cent of the telecourses being offered were unrecorded.

OUTSIDE SOURCES One-fourth of all music courses offered were produced in places other than the broadcasting station. Of the stations broadcasting music courses, one-third were offering courses produced outside of their locale.

Part II—AN OVERVIEW

Seven authorities in music education and instructional television found little to be enthused about after viewing portions of 70 lessons from almost every telecourse being broadcast in the United States today. The seven met with NCSCT staffers in Bloomington, Indiana.

Greatest concern was for lack of musicianship displayed by some of the teachers and the generally poor quality of their teaching.

While concern was also expressed for the evident lack of imagination, creativity, performance, and continuity, special emphasis was placed on the pivotal importance of the television teacher, the quality of his teaching, and the adequacy of his musicianship.

One conference participant forwarded the discouraged opinion that "television in music education is existing in spite of itself."

However, one of the conference's findings was that televised music education—whether or not the classroom teacher welcomes it and whether or not it is as effective as it might be—is being widely used in the nation's schools. More and more administrators are turning to television in an effort to reach large numbers of students with too few teachers and to bolster the quality of a school system's music instruction.

While the music and instructional television authorities appreciated the difficulty of producing music lessons for television, they insisted that steps must be quickly taken to improve the quality and effectiveness of what is being telecast. They pointed out that both educators and broadcasters have a decade of experience that must be measured and used. Yet, in spite of their disappointment, they remained optimistic about television's potential in music education.

Consensus was that television in music education can be used as a major classroom resource to initiate instruction, as a complementary resource to reinforce the classroom teacher's presentation, or as enrichment to extend the range of content and to broaden student experiences. There was general agreement that television can also play a meaningful part in in-service and pre-service teacher education.

In considering the crucial components of an effective television lesson in music the participants stressed the importance of selecting an effective television teacher. (Throughout the conference, each authority returned again and again to the importance of the teacher.)

The teacher must appreciate his own limitations, must be aware of the sensitivities and the needs of both the classroom teacher and the student, must involve the classroom teacher, must be musically competent, must be able to make available to the classroom first rate performances, and must possess certain unique characteristics necessary for a television teacher.

In selecting materials to be used in the television lesson, television teachers must make careful decisions about learning objectives and how best to reach those objectives. Then, and only then, should lessons be planned and materials developed for presentation.

Consensus was that music selected for either singing or listening must be musically valid and that television lessons ought to be related to major texts at levels where texts are being used. Another suggestion generally agreed upon was that supplementary classroom materials might be made available for use with a television course. Teacher's manuals should be prepared for every course, should not be too long, should contain scores for the music used in the television lesson, and should not assume that the classroom teacher has much time for before and after-lesson activities.

There was agreement that television teachers must do more to motivate students and that they should strengthen both lesson and course continuity, organization, and structure.

"The sample television lessons demonstrate very little thoughtful motivation. There is little genuine effort to interest students in what is being presented or in trying to make students like music," one authority commented.

Without adequate two-way communication between the television teacher and the classroom, singing should be taught only on a "This is how it ought to be done" basis. There was general agreement that songs ought to be taught for a purpose consistent with the lesson's overall objectives.

"Enjoyment in music education through television should not be equated with fun," another authority said. "Enjoyment, he continued, "is a major but not the sole aim of music education. Music education must also contribute to the individual's total development—for instance, listening and analytic skills."

The others agreed and outlined other goals toward which televised music education ought to be striving:

. . . . . television ought to help students understand what makes music—melody, singing, instrument playing, listening, body movement.

. . . . . television ought to help develop certain basic concepts about music.

. . . . . television ought to help develop a student's techniques of perception and performance.

. . . . . television ought to develop a refined taste in music.

. . . . . television ought to contribute to the student's total development by furthering his understanding of the creative process and a deeper understanding of himself through his own emotional response to the music being used by the television teacher.

(Continued on Page 11)

Part III-ITV IN

TITLE OF TELECOURSE	PRODUCTION LOCATION	PRODUCER	GRADE LEVEL	NO. OF LESSONS	LENGTH OF LESSON	FREQ. OF BRDCT	TAPE OR LIVE	USED BY OTHERS
ACCENT ON MUSIC	Boston, Mass.	WGBH & 21 Inch Classroom	7-10	8	30'	1/mo	T	yes
AMERICA SINGS	Omaha, Neb.	KYNE	5	31	15'	1/wk	T	no
CONCERTS FOR YOUNG PEOPLE	Pittsburgh, Pa.	WQED	4-9	4	30'		T	no
DO RE MI		Georgia ETV Council	4-5	33	20'		T	no
FEDOR KABALIN MUSIC WORKSHOP	University City, Michigan	WUCM	9-12	5	30'	1/wk	T	no
FINE ARTS:MUSIC	Austin, Texas	KLRN	4-6	14	25'	2/mo	T	no
FROM THE RECORD SHOP	St. Paul, Minn.	KTCA	6	32	20'	1/wk	L	yes
INTRODUCING SYMPHONY ORCHESTRA	Sacramento, Calif.	KVIE	3-6	5	20'	1/wk	T	yes
INVITATION TO MUSIC	Los Angeles, Calif.	Los Ang.	3	32	30'	1/wk	T	no
INVITATION TO MUSIC	Los Angeles, Calif.	City Schls.	4	32	30'	1/wk	T	no
IT'S MUSIC TIME	Dallas, Texas	KERA	1-2	16	15'	1/wk	T	no
JAN KOK MUSIC THEATER	Durham, N.H.	WENH	K-3	62	15'	2/wk	T	yes
KEYNOTES OF MUSIC	Orlando, Fla.	WFME	1-6	180	20'	5/wk	T	no
KEYS TO MUSIC	Omaha, Neb.	KYNE	4	31	15'	1/wk	T	no
LET'S ENJOY MUSIC	Tacoma, Wash.	KTPS	2	70	15'	2/wk	T	no
LET'S EXPLORE MUSIC	Tacoma, Wash.	KTPS	1	70	15'	2/wk	L	no
LET'S LISTEN AND SING	Omaha, Neb.	KYNE	1	33	15'	1/wk	T	no
LET'S MAKE MUSIC	Richmond, Va.	WCVE	2	26	30'	1/wk	T	no
LET'S MAKE MUSIC	Richmond, Va.	WCVE	3	26	30'	1/wk	T	no
LET'S MAKE MUSIC	Richmond, Va.	WCVE	4	26	30'	1/wk	T	no
LET'S SING TOGETHER	Seattle, Wash.	KCTS	3	69	15'	2/wk	T	yes
LIVING WITH MUSIC	Omaha, Neb.	KYNE	6	31	15'	1/wk	T	no
MAGIC MUSIC	Jacksonville, Fla.	WJCT	1-6	34	25'	1/wk	T	no
MELODY TIME	Nashville, Tenn.	WDCN	3	33	20'	1/wk	T	no
MERRILY SING	Seattle, Wash.	KCTS	2	70	15'	2/wk	T	yes
MUSIC ONE	Tacoma, Wash.	KPEC	1	70	20'	2/wk	L	no
MUSIC TWO	Tacoma, Wash.	KPEC	2	100	20'	3/wk	L	no
MUSIC THREE	Tacoma, Wash.	KPEC	3	100	20'	3/wk	L	no
MUSIC FOUR	Tacoma, Wash.	KPEC	4	100	20'	3/wk	L	no
MUSIC FIVE	Tacoma, Wash.	KPEC	5	70	20'	2/wk	L	no
MUSIC SIX	Tacoma, Wash.	KPEC	6	70	20'	2/wk	L	no
MUSIC-1	Norman, Okla.	KETA	1	72	15'	2/wk	T	no
MUSIC-2	Norman, Okla.	KETA	2	72	15'	2/wk	T	no
MUSIC-3	Norman, Okla.	KETA	3	72	15'	2/wk	T	no
MUSIC-4	Norman, Okla.	KETA	4	72	15'	2/wk	T	no
MUSIC-5	Norman, Okla.	KETA	5	72	15'	2/wk	T	no
MUSIC-6	Norman, Okla.	KETA	6	72	15'	2/wk	T	no
MUSIC-5	Ogden, Utah	KWCS	5	70	20'	2/wk	T	no
MUSIC-6	Ogden, Utah	KWCS	6	70	20'	2/wk	T	no
MUSIC GRADE 2	Denver, Col.	KRMA	2	35	20'	1/wk	L	no
MUSIC GRADE 3	Denver, Col.	KRMA	3	31	20'	1/wk	L	no
MUSIC GRADE 4-6	Denver, Col.	KRMA	4-6	35	20'	1/wk	L	no
MUSIC 5-6	Buffalo, N.Y.	WNED	5-6	28	20'	1/wk	T	no
MUSIC-1	St. Paul, Minn.	KTCA	1	11	15'	1/wk	T	yes
MUSIC-2	St. Paul, Minn.	KTCA	2	11	15'	1/wk	T	yes
MUSIC-3	St. Paul, Minn.	KTCA	3	12	15'	1/wk	T	yes
MUSIC-4	St. Paul, Minn.	KTCA	4	11	15'	1/wk	T	yes
MUSIC-5	St. Paul, Minn.	KTCA	5	10	15'	1/wk	T	yes
MUSIC-6	St. Paul, Minn.	KTCA	6	10	15'	1/wk	T	yes
MUSIC-K	St. Paul, Minn.	KTCA	K	10	15'	1/wk	T	yes
MUSIC BOX	Louisville, Ky.	WFPK	3	72	20'	2/wk	L	no

MUSIC EDUCATION

TITLE OF TELECOURSE	PRODUCTION LOCATION	PRODUCER	GRADE LEVEL	NO. OF LESSONS	LENGTH OF LESSON	FREQ. OF BRDCT	TAPE OR LIVE	USED BY OTHERS
MUSIC BOX	Louisville, Ky.	WFPK	5	72	20′	2/wk	L	no
MUSICAL CARROUSEL	Corvallis, Ore.	KOAP/KOAC	4	29	15′	1/wk	L	no
MUSIC FOR LISTENING	Montgomery, Ala.	Alabama ETV	5-6	32	30′	1/wk	T	no
MUSIC FOR YOU	Lafayette, Ind.	MPATI	4-6	64	20′	1/wk	T	yes
MUSIC FOR YOU (lower primary)	Milwaukee, Wis.	WMVS/WMVT	1	8	15′	1/3 wks	T	no
MUSIC FOR YOU (middle primary)	Milwaukee, Wis.	WMVS/WMVT	2	8	15′	1/3 wks	T	no
MUSIC FOR YOU (upper primary)	Milwaukee, Wis.	WMVS/WMVT	3	8	15′	1/3 wks	T	no
MUSIC FOR YOU 4-6	Milwaukee, Wis.	WMVS/WMVT	4-6	8	20′	1/3 wks	T	no
MUSIC FOR YOUNG PEOPLE	New York, N.Y.	NET	4-6	13	30′	1/wk	KINE	yes
MUSIC MAKERS	Nashville, Tenn.	WDCN	4	6	30′	1/wk	T	no
MUSIC ROOM	East Lansing, Mich.	WMSB	1-2	69	10′	2/wk	T	
MUSIC ROOM 1	Memphis, Tenn.	WKNO	1	60	15′		T	yes
MUSIC ROOM 2	Memphis, Tenn.	WKNO	2	60	15′		T	yes
MUSIC ROOM 3	Memphis, Tenn.	WKNO	3	60	15′		T	no
MUSIC ROOM 4	Memphis, Tenn.	WKNO	4	60	15′		T	no
MUSIC ROOM 5	Memphis, Tenn.	WKNO	5	60	15′		T	no
MUSIC ROOM 6	Memphis, Tenn.	WKNO	6	60	15′		T	no
MUSIC TIME	Des Moines, Iowa	KDPS	5	35	15′	1/wk	T	no
MUSIC TIME	Des Moines, Iowa	KDPS	4	35	15′	1/wk	T	no
MUSIC TIME	Des Moines, Iowa	KDPS	6	35	15′	1/wk	T	no
MUSIC TIME	Des Moines, Iowa	KDPS	2	35	15′	1/wk	T	no
MUSIC TIME	Des Moines, Iowa	KDPS	3	35	15′	1/wk	T	no
MUSIC TIME	Des Moines, Iowa	KDPS	1	35	15′	1/wk	T	no
MUSIC TIME I	Atlanta, Georgia	Georgia	3-4	33	30′		T	no
MUSIC TIME II	Atlanta, Georgia	ETV	5-6	34	30′		T	no
PATHWAYS TO MUSIC	Atlanta, Georgia	Georgia	INS	4	30′		T	no
PATHWAYS TO DISCOVERING MUSIC	Atlanta, Georgia	ETV	INS	4	30′		T	no
PATTERNS IN MUSIC	Richmond, Va.	WCVE	5	30	25′	1/wk	T	no
PRIMARY MUSIC OVERVIEW	Portland, Ore.	KOAP/KOAC	INS	1	30′	1	T	no
RHYMES, RHYTHMS, & ROUNDS	Seattle, Wash.	KCTS	4	68	15′	2/wk	T	yes
SING A SONG AT SIGHT	Kansas City, Mo.	KCSD	4	16	15′	2/mo	L	no
SING AND PLAY	Atlanta, Georgia	Georgia ETV	1-3	33	20′		T	no
SING, CHILDREN, SING	Boston, Mass.	WGBH	K-2	15	15′	1/wk	T	yes
SING HI, SING LO	New York, N.Y.	NET	K-3	52	15′	2/wk	KINE	yes
SINGING AND DOING	Omaha, Neb.	KYNE	3	34	15′	1/wk	T	no
SINGING, LISTENING & DOING	Lafayette, Ind.	MPATI	K-3	64	15′	2/wk	T	yes
SINGING TOGETHER	St. Paul, Minn.	KTCA	3	64	½-20′ ½-15′	2/wk	L	yes
SONGS AND SOUNDS	Seattle, Wash.	KCTS	3	68	15′	2/wk	T	yes
SONGS, SOUNDS & SYMBOLS	Cleveland, Ohio	WVIZ	4-6	22	20′	1/wk	T	no
STEPPING INTO RHYTHM	Cleveland, Ohio	WVIZ	K-2	32	15′		T	no
TAKE NOTE	Ogden, Utah	KOET	K-1	36	20′	2/wk	T	no
THERE IS MUSIC IN THE AIR	Buffalo, N.Y.	WNED	1-2	28	20′	1/wk	T	no
TIME FOR MUSIC	East Lansing, Mich.	WMSB	3-4	33	30′	1/wk	T	no
TIME FOR MUSIC	Marquette, Mich.	Central Mich ETV	3-4	35	15′	1/wk	T	no
U AND I IN MUSIC	Ogden, Utah	KOET	K-3	52	15′	2/wk	T	yes
U AND I IN MUSIC	Ogden, Utah	KOET	4-6		15′		T	yes
UNDERSTANDING MUSIC I	Schenectady, N.Y.	WMHT	K-2	32	15′	1/wk	T	no
UNDERSTANDING MUSIC II	Schenectady, N.Y.	WMHT	3-4	30	15′	1/wk	T	no
UNDERSTANDING MUSIC III	Schenectady, N.Y.	WMHT	5-6	31	15′	1/wk	T	no
WE READ AND SING	Richmond, Va.	KYNE	2	33	15′	1/wk	T	no
WORDS AND MUSIC	Tampa, Fla.	WEDU	4-6	34	25′	1/wk	T	yes
WORLD OF MUSIC	Atlanta, Georgia	Georgia ETV	6-7	33	20′	1/wk	T	no

Part IV—MUSIC TELECOURSE DESCRIPTIONS

ACCENT ON MUSIC
Teacher: Dr. Edward Gilday

Enriches existing music courses by bringing seventh-tenth graders experiences that would be difficult, if not impossible, to duplicate in the classroom. Utilizes the many musical resources of the Boston area such as the Handel and Haydn Society, The Greater Boston Youth Symphony, and the MIT Concert Band.

AMERICA SINGS
Teacher: Dave Moore

Assists fifth graders in the development of a deeper appreciation of music.

CONCERTS FOR YOUNG PEOPLE
Teacher: Miss Christine Skoda

Assists fourth to ninth graders in the development of a deeper appreciation, understanding and enjoyment of symphonic music. Emphasizes selections to be performed by the Pittsburgh Symphony Orchestra at its 1965-66 series of Concerts for Young People.

DO RE MI
Teacher: Miss Barbara Rustin

Encourages, for fourth and fifth graders, active participation in music through singing, listening, moving to music, and playing rhythm and melody instruments.

FEDOR KABALIN MUSIC WORKSHOP
Teacher: Fedor Kabalin

Describes, for the ninth-twelfth grades, various instruments, their place in the orchestra, their range, and how they are used.

FINE ARTS: MUSIC
Teacher: Mrs. Catherine J. Longenecker

Utilizes guest performers to give instruction in the fundamentals of music and music appreciation for the intermediate grades.

FROM THE RECORD SHOP
Teacher: Mrs. Lillian Giere

Studies the orchestra (strings and woodwinds, brass and percussion) for six graders, for understanding and appreciation. Includes opera, spirituals, jazz and popular music, the organ, chord music, the rondo form, the sonatina and sonata, folk songs and dances.

INTRODUCING THE SYMPHONY
Teacher: James Adair

Introduces sections of the symphony orchestra for third to sixth grades. Closes with two short concerts.

INVITATION TO MUSIC
Teacher: Mrs. Frances Benedict

Introduces, for the third and fourth grades, new songs, musical instruments, the use of these instruments, and several outstanding musicians who perform on the programs.

IT'S MUSIC TIME

Provides grades one and two with a description of musical instruments, various types of music, and source of various kinds of music.

MUSIC THEATER
Teacher: Jan Kok

Stresses instruction and experience in such primary music skills as listening, singing, playing instruments, and creating music for kindergarten through the third grade. Discusses the theory of music, the nature of sound, the elements of music, and musical instruments. Teaches children how to read music and encourages them to sing and play instruments—alone and in groups.

KEYNOTES OF MUSIC
Teacher: Miss Carolyn Bischop

Gives first through sixth graders a better understanding and appreciation of music.

KEYS TO MUSIC
Teacher: Miss Sally Jerome

Assists fourth graders to achieve a greater appreciation and understanding of music.

LET'S ENJOY MUSIC
Teacher: Miss Elda Sulerud

Teaches basic music concepts, for the second grade, and encourages student participation.

LET'S EXPLORE MUSIC
Teacher: Miss Elda Sulerud

Discusses basic music concepts for the first grade, and encourages student participation.

LET'S LISTEN AND SING
Teacher: Miss Sally Jerome

Assists first graders to achieve an appreciation of music.

LET'S MAKE MUSIC
Teacher: Miss Louise Bramm

Increases enjoyment of singing and playing for second graders by approaching all music first through hearing and feeling. Introduces the study of the printed music page and understanding of musical symbols.

LET'S MAKE MUSIC
Teacher: Miss Jane Willard

Helps the third graders to find enjoyment in singing, playing, and listening to music and to develop their ability to understand the printed page.

LET'S MAKE MUSIC
Teacher: Mrs. Margaret Gifford

Increases children's pleasure in singing and playing through a more thorough understanding of the music page. Emphasizes the use of the song flute. Designed for the fourth grade.

LET'S SING TOGETHER
Teachers: Mrs. Patricia Kloes and David Eddy

Emphasizes varied experiences in singing, rhythmic response, and note-reading readiness appropriate for the third grade. Provides students with a well-planned, enjoyable, educational experience in music.

LIVING WITH MUSIC
Teacher: Dave Moore

Assists sixth graders to achieve a deeper understanding and appreciation of music.

MAGIC OF MUSIC
Teacher: Mrs. Nita James

Covers, for grades one through six, the broad aspects of music and stimulates children to discover the many uses and joys of music.

MELODY TIME
Teacher: Mrs. Nancy Brantley

Assists the third grade teacher to provide supplemental musical enrichment for the student.

MERRILY SING
Teachers: Mrs. Patricia Kloes and David Eddy

Illustrates, for the second grader, varied experiences in singing, rhythmic response, and note-reading readiness appropriate for the grade level.

MUSIC ONE
Teacher: Mrs. Joan Curtiss

Presents singing done by rote with emphasis on mood, tempo, enunciation, and interpretation. Stresses musical activities that will encourage children to want to sing, move rhythmically, use rhythm band instruments, interpret creatively, or listen quietly.

MUSIC TWO
Teacher: Mrs. Joan Curtiss

Stresses participation in singing, listening, and rhythmic activity. Emphasizes singing and the enjoyment of music.

MUSIC THREE
Teacher: Mrs. Lenore Taylor

Discusses singing, listening, rhythmic activity, and simple theory. Emphasizes singing and the enjoyment of music, and exposes children to a wide variety of music, both vocal and instrumental. Gives basic skills as a background for music-reading, and uses rounds and descants as a basis for two-part singing.

MUSIC FOUR
Teacher: Mrs. Lenore Taylor

Discusses singing, listening, rhythmic activity, and simple theory. Emphasizes singing and the enjoyment of music by exposing children to a wide variety of music, both vocal and instrumental, and describes basic skills needed for music-reading. Uses rounds and descants as a basis for two-part singing.

MUSIC FIVE
Teacher: Mrs. Waletta Carlson

Presents a basic foundation in music, and studies singing easy two-part songs, music appreciation, and basic notation.

MUSIC SIX
Teacher: Mrs. Waletta Carlson

Describes a basic foundation in music, singing easy two-part songs, music appreciation, and basic notation.

MUSIC 1, 2, 3, 4, 5, 6
Teacher: Several

Provides basic musical information and experiences leading to a better appreciation of music and the part it plays in the life of an individual.

MUSIC 5
Teacher: Bruce Erickson

Initiates units of study using songs as vehicles for concept teaching and skill development. Presents special films and film strips for enrichment and art appreciation.

MUSIC 6
Teacher: Bruce Erickson

Describes units of study by using songs as vehicles for concept teaching and skill development. Presents special films and film strips for enrichment and art appreciation.

MUSIC, GRADE 2
Teacher: Miss Doris Yeingst

Illustrates musical compositions and songs by rote and a variety of visual aids.

MUSIC, GRADE 3
Teacher: Miss Doris Yeingst

Teaches musical compositions and songs by rote and various visual aids.

MUSIC, GRADES 4, 5, and 6
Teacher: Miss Nan Willett

Broadens the knowledge and outlook of primary grades 4, 5, and 6, by making full use of visual aids, guests and films. Covers music from the classics and chamber music to jazz and Broadway.

MUSIC 5-6
Teacher: Wallare C. Mayo

Enriches the child's musical knowledge and is not intended to replace regular classroom music education.

MUSIC K, 1, 2, 3, 4, 5, & 6
Teachers: Miss Joann Paden and Miss Pauline Kolsrud

Complements the music instruction offered the different grade levels.

MUSIC BOX
Teacher: Mrs. Virginia West

Emphasizes music reading, rhythmic response, singing, and listening, for the third, fourth and fifth grades.

MUSICAL CARROUSEL
Teacher: Mrs. Patricia Shrader

Brings to the fourth grade class enjoyable musical experiences in singing, rhythm, and listening.

MUSIC FOR LISTENING
Teacher: Mrs. Mary Justice

Presents, for grades five and six, historical information and excerpts of well known works of principal classical and contemporary composers. Illustrates musical themes of these works, visually and by the use of original songs, and presents rhythm studies of simple dances and rhythm activities.

MUSIC FOR YOU
Teacher: Miss Delores Dudley

Stresses the fundamental elements of music for grades four to six—melody, rhythm, tone quality, tempo, dynamics and forms

through singing, listening, rhythmic expression, playing instruments, creating and reading.

MUSIC FOR YOU
Teacher: Miss Roberta Best
Motivates and directs pupils in the development of thinking and planning processes, and provides pupils with rare and unusual experiences in learning which would not be available otherwise. Designed for grades one through six.

MUSIC FOR YOUNG PEOPLE
Introduces the instruments of the orchestra, and describes music composed for various instrumental families for grades four through six.

MUSIC MAKERS
Teacher: Miss Jane Treadway
Introduces instrumental music for the fourth grade, and provides guidance in the selection of an instrument for future band work.

MUSIC ROOM
Teacher: Mrs. George Ann Wolfe
Establishes a basis for understanding and appreciating the music around us by awakening an interest in music and encouraging the development of musical skills for the first and second grader. Provides musical experience and activities in singing, listening, rhythms, playing instruments, creativity, and music reading.

THE MUSIC ROOM—1
Teacher: Mrs. Anthony Walsh
Provides basic instruction in music for first graders.

THE MUSIC ROOM—2
Teacher: Mrs. Anthony Walsh
Offers basic instruction in music for second graders.

THE MUSIC ROOM—3
Teacher: Mrs. Anthony Walsh
Gives basic instruction in music for third graders.

THE MUSIC ROOM—4
Teacher: Mrs. Anthony Walsh
Provides basic instruction in music for fourth graders.

THE MUSIC ROOM—5
Teacher: Mrs. Anthony Walsh
Gives basic instruction in music for fifth graders.

THE MUSIC ROOM—6
Teacher: Mrs. Anthony Walsh
Offers basic instruction in music for sixth graders.

MUSIC TIME
Teacher: Miss Jeanette Hickman
Presents musical concepts, keyboard and auto harp experiences, and two-part and unison singing for the fifth grade.

MUSIC TIME
Teacher: Miss Sharon Karstens
Teaches tonette playing and two-part singing for the fourth grader.

MUSIC TIME
Teacher: Miss Sharon Karstens
Offers tonette playing and three-part singing for the sixth grader.

MUSIC TIME
Teacher: Miss Norma Van Zee
Illustrates the objectives of the theory and musical skills desired for second and third grade level, and develops listening skills.

MUSIC TIME
Teacher: Miss Norma Van Zee
Involves children of the first grade in singing, making rhythmic responses, listening and developing concepts of music (Tempo-Dynamics).

MUSIC TIME I
Teacher: Edward Cleino
Presents a sequenced program of musical activities covering note singing, music reading, singing games and rhythms, and creation of music for the third and fourth grade.

MUSIC TIME II
Teacher: Edward Cleino
Emphasizes note singing, music reading, singing games, listening, playing of melody instruments and creating music for grades five and six.

PATHWAYS TO MUSIC
Teacher: Lloyd Pfauton
Presents music television workshop on choral music at the high school level for in-service teacher education.

PATHWAYS TO DISCOVERING MUSIC
Teacher: Charles Leonhard
Presents information about music, a pattern for the teaching of music in the elementary school, and suggestions concerning the organization of the music program in the elementary school for in-service teacher education.

PATTERNS IN MUSIC
Teacher: Mrs. June Allen
Teaches fifth graders folk songs, sounds, art songs, and the rudiments of chord structure. Introduces outstanding composers and helps the pupils recognize the relationship of the arts.

PRIMARY MUSIC OVERVIEW
Teacher: Jesse S. Foster
Gives new teachers in our school systems an overview of the Primary Music program in schools during their induction period.

RHYMES, RHYTHMS AND ROUNDS
Teachers: Mrs. Patricia Kloes and David Eddy
Presents varied experiences in singing, rhythmic response, and note-reading readiness appropriate for grade four.

SING A SONG AT SIGHT
Teacher: Richard C. Berg
Illustrates rhythms and music reading to the fourth grade.

SING AND PLAY
Teacher: Miss Rose Kolpatzki
Stimulates active participation in music through singing, playing rhythm and melody instruments, movement and listening for grades one, two and three.

SING, CHILDREN, SING
Teacher: Tony Saletan
Provides music experiences not ordinarily available in the classroom for the second grade. Presents folk songs and dances from many countries and introduces representative stringed, woodwind and percussion instruments. Involves viewers in sing-

ing and responding to rhythms and seeks to stimulate creative expression.

SING HI, SING LO
Teacher: B. Kennett

Supplements music education for the kindergarten through the third grade.

SINGING AND DOING
Teacher: Miss Sally Jerome

Assists third graders in understanding and appreciating music.

SINGING, LISTENING, AND DOING
Teacher: Miss Delores Dudley

Stresses, for kindergarten through the third grade, the fundamental elements of music—melody, rhythm, tone quality, tempo, dynamics and forms through singing, listening, rhythmic expression, playing instruments, creating and reading.

SINGING TOGETHER
Teacher: Mrs. Lillian Giere

Illustrates review songs, new songs, Far Training Drill, sign singing drill, note songs, and music appreciation for the third grade.

SONGS AND SOUNDS
Teachers: Mrs. Patricia Kloes and David Eddy

Offers varied experiences in singing, rhythmic response, and note-reading readiness appropriate for grade three.

SONGS, SOUNDS AND SYMBOLS
Teacher: Miss Elaine Shakley

Provides experiences not available in the classroom through visits with accomplished musicians, the playing of unusual instruments, ballet, presentation of instrument families and a variety of songs, and original instrumental pieces of children for grades four-six.

STEPPING INTO RHYTHM
Teacher: Miss Brenda Veal

Stimulates singing, rhythm, listening, and instrument experiences to help the child discover what music is and what is most enjoyable. For kindergarten through the second grade.

TAKE NOTE
Teacher: Miss Jeanette Braleo Holt

Introduces specific objectives such as rhythms high and low tempo, dynamics, form and harmony for kindergarten and first grade.

THERE'S MUSIC IN THE AIR
Teacher: Lawrence G. Hemink

Helps the classroom teacher, for grades one and two, to use music as a part of her regularly scheduled work in other areas and relates those areas to music for the enrichment of the courses that she is directly responsible for as part of her regular assignment.

TIME FOR MUSIC
Teacher: Mrs. George Ann Wolfe

Provides appropriate musical experience in grades three and four for children to develop creativity, good taste, and the ability to enjoy good music with understanding and discrimination. Provides the core for listening to music, singing, instrumental music, music reading and rhythmics.

TIME FOR MUSIC
Teacher: Mrs. George Ann Wolfe

Deals with music, for the third and fourth grade, as it is used throughout the year, emphasizing the moods, the activities, the seasons, and the part music plays in our lives.

U AND I IN MUSIC
Teacher: Miss Pamela Johnson

Provides motivation for grades 4-6 for greater enjoyment and appreciation of the musical art.

U AND I IN MUSIC
Teacher: Miss Pamela Johnson

Gives grades kindergarten to three motivation for greater enjoyment and appreciation of the musical art.

UNDERSTANDING MUSIC I
Teacher: Miss Catherine Turnbull

Provides cultural material that is stimulating to the imagination for the kindergarten through the second grade. Trains childrens' ears to hear differences in rhythm, pitch and mood.

UNDERSTANDING MUSIC II
Teacher: Miss Catherine Turnbull

Builds on the fundamental concepts already covered in UNDERSTANDING MUSIC I—K-2nd grade. Progresses through new areas of interest and brings into the classroom a wide variety of musical experiences which are often impossible to achieve except through the medium of television. Designed for grades three and four.

UNDERSTANDING MUSIC III
Teacher: Miss Catherine Turnbull

Explores music of America and elsewhere, for grades five and six. Discusses mood, form, instruments, composers and folk music and correlates music, art and literature where appropriate.

WE READ AND SING
Teacher: David Moore

Assists second graders in understanding and appreciating music.

WORDS AND MUSIC
Teacher: Allan Entz

Helps create enjoyment and appreciation of all kinds of music, as well as recognition and understanding of various musical forms for grades four through six.

THE WORLD OF MUSIC
Teacher: Miss Lynda Moore

Provides better understanding of music and people from around the world through their music. Aimed at the sixth and seventh grades.

(Continued from Page 5)

. . . . . television ought to bring into the classroom materials usually not available.

. . . . . television ought to develop materials that appeal to both girls and boys.

Calling for an increase in depth of musical understanding as students move up the academic ladder, the conference noted that television in music education is currently most widely used at the elementary grade level. At the elementary level, the experts emphasized that television teachers make their lessons enjoyable and imaginative. They also urged that teachers stress development of listening skills as opposed to singing skills. To accomplish these goals, they suggested that a team of television teachers may prove most effective.

National Center for School and College Television

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